

Curriculum Council
October 24, 2013
Ticket Out the Door/Reflection Results

1. What does this mean to me?

- How to get feedback or use the feedback I get back from students, ie. CDT's, assessments, writings.
- Change in a school system is a complex task. It requires a commitment from all stakeholders – with a systematic plan that encompasses teaching, learning, assessment, data analysis.
- Discovery of the impacts that drive teachers/students success.
- The informal soft skills, perhaps 21st Century Skills that really matter...what are they? How do we measure the impact?
- Everything that I do is assessment driven, and the assessment results clearly indicate whether or not the instruction was effective and whether or not the student learned what they needed to learn. We reorganized groups just today based on testing results & where some students were ready to go versus where others still needed to remain. The key, in my opinion, is that it's about assessing whether or not student learned what they were supposed to, and that they can't move on until they get what you want them to understand.
- There is so much that we as teachers do that impact our students, When looking at the "nine essential practices for improved outcomes" I see how much we can do to impact students. I only hope I do my best to do these things.
- I need to have more meaningful relationships to push teachers to do their best and expect the best out of each student.
- It was useful to see the distinction Hattie makes between instructional and transformation leaders and the focus of level – and help me to see where I fall and need to be.
- Journey not then end
- Cultural change through vision
- The flexibility of teaching habits w/ transparency
- Reflection, reflection, reflection
- 9 essential practices – 4 meant a great deal to me
 - Having high expectations for all
 - Having connections with students
 - Engaging/motivating students>students engaged 100% & teacher being a facilitator
 - Using the data to drive instruction

- I am going to continue reading the article and reread some things I highlighted to get more meaning from it. Based on the conversation I find myself lowering standards because I feel they are too high and then I get frustrated.
- Learning & reporting must be transparent
- Why teachers stay in school and/or education relate to the support of their school leader
- Continue to focus on student learning and improving every student in school
- Strive to be an instructional leader
- Focus on the big picture
- Build learners up
- Culture (focus on improving our community relationships)
- I need to develop a better system for data analysis to determine “where we are going, how we are going, and where we are going next.”
- By reading about the different types of models I was able to take a closer look at how it is possible to accept change, at a district, administrative, and involving teachers as well. When I read this chapter my mind went in several different directions. I questioned the importance of the standardized testing. I analyzed teaching performance with a new curriculum. Finally I thought about making learning engaging for our students.
- It means that even if we are still at the talking stage, at least we are still talking.

2. Is it worth it for others to hear this message? If so, how will I get this message out to others?

- Yes, in department meetings
- Yes, I am trying
- Perhaps...?? A video?
- I think it is helpful for teachers to consider PURPOSE in assessment
- It's my hope that others would want to hear it and listen to it! We will work on that.
- Yes, empower the teachers who believe in their practices, talk about the reading, elicit feedback from them. If possible share a smaller version of this in grade level meetings/data teams/faculty meetings.
- Yes! Of course, there are parts that are so contrary to what we are doing in the name of accountability. ☹ Via PD, feedback throughout evaluation process (walk-through, formal observation, differentiated action plans)
- Yes, group discussions-close reads; leaflets dropped from the sky
- Yes, in department meetings
- Yes, it is worth others to hear this. I plan on talking about this at our next middle level math department meeting.
- I think consistency is key and we could work on raising the bar of expectations

- Yes, continue to talk about the impact of teachers on all students (meaningful work)
- Yes, always. Informal discussions, department meetings – action item
- Yes, department meetings, data team
- It was a great read and I can see a lot of feedback offered by staff members. This chapter could lead discussion on the wiki
- Yes, but it is not a new message. Talk is cheap – maybe we need talk about showing the message.

3. What is one thing I can do tomorrow to get started?

- Come up with a way or find a tool to collect this data & compare to what kids need to know (standards)
- Listen to the feedback of others...re-set the direction of the elementary to address student needs & move forward
- Review the influence I impact on students in my classroom
- It's more about continuing the initiative we've already started
- Offer my students feedback (positive) immediately on a task they normally would need to wait for feedback on
- Empower teachers to hold high expectations of students and push them in a direction where learning will happen at a higher level
- Incorporate some of this into next Wednesday's PD or future PD
- More turn and talks
- Discuss with a colleague – have them build ideas with me – take it to a small group
- Re-evaluate ownership, although...that discussion was held today
 - Relationships with a small handful
 - More collaboration?
 - Encourage help-seeking behaviors
- Evaluate how my instruction went for the most recent chapter I did. Taking feedback from the assessment and collaborating with the students.
- Talking to the students about ownership in their learning
- It would be useful for students to see the growth they are making in algebra class. Sometimes I focus too much on the end result and forget to look at where a student starts and how far they've come
- Be more visible
- Continue to build momentum
- Step back/review the forest, not the trees
- Develop a chart with my students to track progress toward our goals.
- Use this chapter to analyze areas of change for my curriculum, teaching, and delivery to my students

- I am not sure. Generally there is at least one opportunity a day to talk about differing instruction.

4. Would you like to study additional chapters in the Visible Learning for Teachers book?

- It's a good idea to have a framework to guide our experiences. I don't know enough about this book to know whether it's right or not.
- Not sure yet...open-minded??
- Not sure...
- Yes, deep-read but a good read
- Yes!
- Sure – how about a close read on Frank Kafka
- Any help is always appreciated
- Don't know for sure, but it does seem interesting
- I can't say at this time
- Yes
- Sure, always willing to learn
- Sure
- This could be another read and discuss book. Maybe for next year!
- Sure